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ABSTRACT

To determine if women or men have lower aspiration levels for school administrative positions, male and female administrative certificate holders were asked for their ultimate career goal. The most frequent response was superintendent (36 percent), followed by elementary principal, out of education, and professor (12 percent for each choice). The next anticipated job was out of education (21 percent), superintendent (17 percent), elementary principal (15 percent), secondary principal (13 percent), and assistant superintendent (12 percent). The ultimate goal would be sought in 4.9 years with the next job move in 2.7 years. The choice of ultimate career goal is influenced by aspirant-incumbent position, possession of a doctorate, age of children, and gender. Gender differences, however, disappear for all but those holding the superintendent certificate, when the analysis is by gender and certificate held. In addition to the variables mentioned thus far, age and marital status also influence choice of the next anticipated position. Implications of the study for assisting women to gain administrative positions are suggested for state departments, universities, school boards, and professional organizations. Two reference pages and appendices of data conclude the report. (Author/CJH)

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Aspiration Levels of Certified Aspiring and Incumbent Female and Male Public School Administrators

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Abstract

When school administrative certificate holders were asked for their ultimate career goal, the most frequent response was superintendent (36%) followed by elementary principal, out of education, and professor (12% for each choice.) The next anticipated job was out of education (21%), superintendent (17%), elementary principal (15%), secondary principal (13%), and assistant superintendent (12%). The ultimate goal would be sought in 4.9 years with the next job move in 2.7 years. The choice of ultimate career goal is influenced by aspirant-incumbent position, possession of a doctorate, age of children, and gender. However, gender differences disappear for all but those holding the superintendent certificate when the analysis is by gender and certificate held. In addition to the variables mentioned above, age and marital status also influence choice of next anticipated position. Implications of the study for assisting women to gain administrative positions are suggested for state departments, universities, school boards, and professional organizations.

Aspiration Levels of Certified Aspiring and Incumbent Female and Male Public School Administrators

Objective

To determine if women or men have lower aspiration levels for school administrative positions. A commonly held belief is that women do not wish to hold positions such as superintendent or principal. A survey of both men and women who hold the certificates required for these positions would confirm or disprove this assumption. In addition to gender differences, analyses were performed to determine if aspirations levels were influenced by age, present position as an incumbent or aspirant, profession of a doctorate, age of children, marital status, and occupation of partner.

Perspective

A considerable body of literature is available which reports on the lack of women school administrators. Jones and Montenegro (1982) give recent national statistics and Pavan (1985) presents data on the availability of a qualified female administrative job pool which shows that women hold a greater percentage of the certificates issued than of the administrative positions in Pennsylvania.

In order to determine why there is such a discrepancy between the numbers of men and women holding school administrative positions, administrative certificate holders both

aspirants and job incumbents were surveyed. The data on barriers experienced and strategies used to overcome them was reported by Pavan (1986). Women perceived external barriers related to personal characteristics while aspirants were concerned about job related external barriers. Lack of job mobility inhibited aspirants and insufficient time created more pressures for women among internal barriers. All strategies were used by all groups with a greater percentage of females doing so in most instances. Incumbents were more willing to relocate than aspirants.

The same data was also used by Pavan (1986a) to determine availability and usage of mentors. Women report having mentors as frequently as men do with men and women generally serving as mentors to both men and women. Women rate each of the mentoring functions as more helpful than men do. The psychosocial rather than the career functions are deemed more helpful by both men and women. Since women, both incumbents and aspirants, report mentoring support, it is difficult to reconcile this with the lack of women in school administrative positions.

The aspiration levels of women were found to be lower than male teachers (Dias, 1976); however, these were influenced in part by lower expectations for support and for recruitment from present administrators. Women who aspired to administration had higher achievement motivation than men.

Women actively aspiring toward school administrative positions were surveyed by Edson (1986) as to their highest career goal. Expectations for superintendency were voiced by

27%, assistant superintendent by 13%, secondary principal by 14%, and elementary principal by 26%. Hullhorst (1984) reported the final career goals of men and women educational administration doctoral recipients with 12% of the women and 33% of the men expecting superintendency, 12% of each expecting assistant superintendency, and 6% of the women and 1% of the men expecting principalship. A survey of educational administrative students in 10 universities found 86.8% of the women and 90.8% of the men seeking public school positions expected to gain positions at or above the level of principal (Reynolds, 1979).

Other studies dealt with people holding administrative positions rather than aspirants as reported above. Comparisons of those studies utilizing administrative incumbents are difficult due to the differences in sample selection and survey questionnaire items. Four studies conducted in the past five years in various geographic areas elicited the career goals of women holding administrative positions. Rometo (1982) reported 17.3% women sought the superintendency, 11.5% the assistant superintendency, and 38% the principalship. That same year Pacheco found women seeking the following as ultimate goals: 28.2%, superintendent; 34.3%, assistant superintendent; 18% elementary and 3.3%, secondary principal.

Since Campbell (1984) did not survey female elementary school principals her figures differ considerably for the principalship. Ultimate career goals for the women were superintendent (31.2%), assistant superintendent (21.2%), and

secondary principal (34.8%). In the next five years Crandall's female respondents (1985) expected to be superintendents (13.5%) or to have moved to a higher administrative position (56.3%).

The only study which surveyed both male and female school administrators' career goals was conducted by Schneider (1986) in Wisconsin. She found significant differences between the career aspirations of 181 men and women. Almost equal numbers seek the superintendency (women, 24.1%; men, 28.9%) and the assistant superintendency (women, 12.7%; men, 8.4%). More men (32.6%) than women (15.2%) indicated a desire to become secondary school principals while more women (32.9%) than men (19.3%) indicate interest in becoming elementary school principals. The mean number of years before the next anticipated job move was 5.25.

Method

The appropriate certificate is required for employment as a school administrator in Pennsylvania. Records of names and certificates received is public information, as is the present employment position of all those in Pennsylvania school districts. The certification records contain names and certificates issued. This data source was bumped into the base of individuals currently employed in the public schools which includes individual names, current assignments, and work location addresses.

The incumbent school administrator sample consisted of the total population of female superintendents (N=19), assistant

superintendents (N=14), and secondary principals (N=29) plus a random sample of 100 female elementary principals. Random samples of 100 men per position were also drawn.

The aspiring school administrator sample consisted of 100 men and 100 women for each position randomly drawn from those employed in Pennsylvania holding the required cetificate but not yet employed in that position. Because administrative experience is required in addition to academic preparation, only 76 women held this superintendent certificate.

After removing the computer errors such as duplicates and inaccurate assignment to categories, a sample of 1,324 was available for the survey which was mailed October 1, 1985. The return of 622 yielded a response note of 47% with all categories adequately represented. Follow-up telephone calls to a small number of non respondents indicated that a number of surveys did not reach their destinations in addition to the 20 which were returned as address unknown or left district.

The four page survey instrument was designed for those in possession of administrative certificates whether or not currently employed as a school administrator. Appropriate categories were gleaned from an extensive literature review. Minor changes were made to improve the format and clarity of the directions after a pilot survey. In addition to personal characteristics the survey probed five areas: career pathways, job search strategies, time usage, mentors and their functions, and barriers experienced with strategies used to overcome them.

As part of the survey, respondents were asked their next anticipated job position, their ultimate career goal, and in how many years they would seek each. Analysis was performed based on sex, age, posession of doctoral degree, aspiring or incumbent administrator, age of children, marital status, and partner's occupation.

In order to compare findings from 1985 with past research, the following research question was developed:

For people currently holding school administrative certificates are the ultimate career goals, next anticipated job position, and average years before seeking either of those influenced by:

a. gender

b. gender and certificate level,

c. age

d. incumbent-aspirant position

e. possession of an Ed.D./Ph.D.,

f. age of children,

g. marital status, or

h. partner's occupation?

Percentages were calculated to determine the ultimate career goals and next anticipated job positions. Average years before seeking each were also calculated. Analysis of variance and the chi square method of statistical analysis with a .05 level of significance were used to determine the relationships between the variables listed above.

Findings

Table 1 provides all the data on ultimate career goal. Next anticipated position data is reported on Table 2. Data for years before seeking ultimate goal and next job are found on Table 3. Job positions are listed as out of education, professor, intermediate unit (IU) executive, superintendent, assistant superintendent, administrative assistant (includes also staff positions such as director or coordinator of curriculum), elementary principal, assistant elementary principal, secondary principal, and assistant secondary principal.

When asked for their ultimate goal, the most frequent response was superintendent (36%) followed by elementary principal, out of education, and professor (12% for each choice.) The next anticipated job was out of education (21%), superintendent (17%), elementary principal (15%), secondary principal (13%), and assistant superintendent (12%). The ultimate goal would be sought in 4.9 years with the next job move in 2.7 years.

Gender Differences

Significant differences were obtained by gender for ultimate career goal with men (40%) more likely than women (30%) to seek the superintendency. More women (29%) than men (7%) sought elementary principalship as their ultimate career goal.

Elementary school principal was the next anticipated job position for women (20%) and men (11%) with superintendency sought by 22% of the men and 8% of the women. These and other

differences in next job sought resulted in a significance of .0003.

Both men and women would seek their next job in about two years and eight months, but women will seek their ultimate career goal in about seven and one-half months before the men. Neither difference is statistically significant, although a significance of .0672 was obtained for ultimate career goal.

Gender and Certificate Level Differences

When chi square analysis by gender and level of certificate held was performed on the ultimate career goal, most of the differences were not significant. Of those holding the elementary principal certificate, men and women either incumbents or aspirants are most likely to indicate elementary principalship as their ultimate goal. Holders of secondary principal certificate are also most likely to seek the secondary principalship. Those holding assistant superintendent certificates expect to move to the superintendency as their ultimate career goal.

Significant differences at the .0065 level were obtained for holders of the superintendent certificate on ultimate career goals. Job incumbents sought the professorship (male = 20.4%, female = 18.2%) or to remain as superintendents (male = 75.9%, female = 72.7%). Job aspirants expected superintendency (male = 43.9%, female = 53.3%), the assistant superintendency (male = 17.1%, female = 23.3%), administrative assistant (male = 12.2%, female = 10.0%), or the professorship (male = 17.1%, female =

0%). Differences were more related to aspirant-incumbent status than gender differences for those holding the superintendent certification.

Age Differences

Regardless of the age the most sought after ultimate career goal is the superintendency with 30% or more of each age category indicating that choice. Age did influence (sig. = .0000) the next anticipated job position with 27% of those under 36 seeking the elementary principalship, 22% of those between 36 and 45 seeking a superintendency, and 48% of those 46 and over planning to leave education.

Differences (sig. = .0304) were found along age lines with those 45 and younger seeking their next job in about two and a half years and those over 45 waiting for three years. Their ultimate career goal will be sought in about four years for those over 45, but the younger respondents will wait more than five years to do so (sig. = .0013).

Incumbent-Aspirant Differences

At the time of their responses, approximately one half of the respondents held the position of superintendent, assistant superintendent, elementary principal, or secondary principal and are referred to as incumbents. The aspirants held a variety of position such as administrative assistants, assistant principals, directors, coordinators, supervisors, and teachers.

Significant differences at the 0.0253 level were noted between aspirants and incumbents on their ultimate career goals with aspirants (32%) less likely than incumbents (40%) to seek the superintendency. The next anticipated job for incumbents was the superintendent position (28%) while aspirants will be seeking an elementary (24%) or secondary (19%) principalship. Next anticipated position differences were significant at 0.0000 level.

Both groups will seek their ultimate goal in about five years, but aspirants will look for their next job in 2.2 years while incumbents will wait 3.5 years. Differences in seeking next job are significant at 0.000 level.

Possession of a Doctorate

Either an Ed.D. or a Ph.D. had been received by 30% of the respondents with 14% seeking to obtain a doctorate. Choice of ultimate career goal and next anticipated job were significant at the 0.0000 level based on possession of the doctoral degree.

Superintendent position was the ultimate goal of 46% of those with the degree, 51% of those seeking it, and only 25% of those without a doctorate. Professor was the goal for 18% with degree, 16% seeking it, but only 7% of those without. Those without a doctorate were more likely to leave education (15%), seek elementary (18%) or secondary (12%) principalships than those with or obtaining doctorates. All would seek their ultimate goal in approximately five years.

The next job move would be made in two years plus three to eleven months with doctorate seekers moving most quickly. The most frequently mentioned next job was out of education for those without doctorates (27%), assistant superintendent for those seeking the degree (23%), and superintendent for those who have a doctoral degree (28%).

Age of Children

Respondents were divided into groups based on the age of their youngest child. The age categories reflect the amount of care needed. Preschoolers were those under six years of age. Ages 6 to 11 would be elementary students and those 12 to 17 would be secondary students. Children over 18 were considered with those who reported having no children.

Presence of children, especially the very young, significantly influenced (0.0296) choice of the ultimate goal. Choice of superintendency was reported by the 37% of those with childen 6-11, 44% with children 12-17, 33% with no children; but only 18% of those with children under 6. A higher percentage of those with the youngest children were also considering leaving education (18%) or the elementary principalship (18%) than of the other groups.

While next anticipated job move is also influenced by age of children (sig. = 0.0000), the pattern is less clear. Those with children 18 years of age or more are most likely to leave education (33%). Those whose children are 12 to 17 years old,

will most likely seek to become superintendents (33%). The principalship is the next job move of 42% of those whose children are from 6 to 11. No job seeking pattern is evident for those whose children are under the age of six.

The next job move will be in 2.7 years regardless of children's age, but the years before seeking their ultimate job goal is influenced by children's age (sig. = 0.0006). The younger the children, the longer the time before seeking ultimate career goals.

Marital Status

Regardless of marital status, over 30% of both paired and single respondents state their ultimate career goal as a superintendency. Marriage puts this goal off for an extra year (sig. = 0.0265).

Significant differences (0.159) were noted for next anticipated job with the married respondent likely to seek the superintendency (18%) and the single, the elementary school principalship (20%). Again, marriage puts this job move off for about nine months (sig. = 0.0090).

Partner's Occupation

Respondents were asked to write in the occupation of their partner. These were then coded as education, professional, manager, white collar, blue collar, home, and own business. No relationship was noted between partners' occupation and next job,

ultimate goal, or years before seeking ultimate goal. Those whose partners are educators or blue collar workers will wait over three years before making their next job move, while manager's spouses will move in a little over a year (sig. = 0.0244).

Discussion

The choice of the ultimate career goal by holders of school administrative certificates is influenced by aspirant-incumbent position, possession of a doctorate, age of children, and gender. However, gender differences disappear for all but those holding the superintendent certificate when the analysis is by gender and certificate held. In addition to the variables mentioned above, age and marital status also influence choice of next anticipated position. The next job will be sought in 2.7 years with differences by age, aspirant-incumbent position, marital status, and partner's occupation. The ultimate career goal will be sought in 4.9 years with differences by age, age of children, and marital status.

There has been a tendency to look only at the variable of gender to explain why there are so few women school administrators. In fact, much of the research on aspiration levels has been conducted using women as subjects so that comparisons with men are not possible. Comparative studies using psychological resources such as achievement motivation or level of aspiration with the instruments normed on male populations

have not been reviewed here. Aspiration level studied in this paper is determined by the position expected to be obtained by the respondent.

The studies conducted in the 1980's with data comparable to this research show percentages of women respondents seeking certain administrative positions as their ultimate goal as more similar than different. The superintendency was the ultimate goal for 30% of the women in this study, 24% in Schneider, 27% in Edson, 28% in Pachero, and 31% in Campbell. All of these studies used samples holding positions ranging from teacher to superintendent with women less likely to occupy the higher positions and move. Only this study indicates if administrative certificates were currently held. Of those respondents certified to hold the superintendency, 50% of the women and 53% of the men in this study expected that position as their ultimate career goal.

Multiple factors influence the choice of next anticipated job and ultimate career goal. While gender may be one of them, current status as administrative incumbent or aspirant, age, possession of a doctorate or certain administrative certificate, and family (marital status and age of children) also influence these choices for both men and women. What is even more difficult to measure is the more subtle influence of environment on a woman's decision to even seek administrative certificate. Because there are so few women school administrators, she may never have even seen a woman in that role. As a teacher, she was

probably not encouraged, as so many male teachers are, to obtain an administrative certificate. She may be aware of the struggles women have had in obtaining administrative positions and no doubt has heard about cases of sex discrimination. Shakeshaft (1987) has documented the overwhelming evidence that lack of women school administrators is based on the fact that women are discriminated against in both the hiring and promotion of school administrators.

Implications

The surprise is that so many women have earned administrative certificates and expect to hold those jobs in spite of the fact that so few are hired. The major problem is not family constraints, but constraints imposed by the school districts. Those responsible for hiring school administrators, school boards and the mostly male school administrators, need to realize that the talent pool is limited when only men are given serious consideration. State departments of education should emphasize gender equity in hiring and familiarize board members with the research indicating the superb performance of women school administrators.

Departments of educational administration need to be sure that their women graduates are informed of job possibilties and prepared for job interviews. Workshops to critique resumes and practice interviewing, while helpful to men, are essential for women especially to help women handle those illegal but

inevidentable questions that are all too frequently raised. Educational administration department members and especially those who conduct administrative searches should educate board members as to their responsibilties in an equitable hiring process. Most important, are departments as agressive in promoting the careers of their female graduates as their male graduates?

Professional educational administrative organizations should invite aspiring female administrators to join. Besides providing an informal network, these organizations can also offer job hunting seminars, develop job banks, and sponsor formal mentoring programs.

School districts might consider providing preschool child care and after school care for all of their employees. Child care is an issue for many families, not just aspiring administrators, and the provisions of child care might help solve the predicted teacher shortage.

We know that women have school administrative certificates and expect to hold these positions. Would these numbers increase if state departments of education, school districts, professional education administrative organizations, school boards, and university departments of educational administration made aggressive efforts to assist women in obtaining school administrative positions?

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Table 1a Ultimate Career Goal: Percentages By Total Group, Gender, Age and Possession of Administrative Position

Variable	Total	Gender		Age			Position	
Number	496	197	299	69	222	205	254	242
Group	ALL	Female	Male	0-35	36-45	46 +	Aspirant	Incumbent
Out of Education	11.9	11.2%	12.4%	11.6%	8.1	16.1	13.0%	10.7%
Professor	11.7	9.6	13.0	15.9	12.0%	9.3	10.2	13.2
IU Executive	1.0	.5	1.3	1.4	.9	1.0	1.2	.8
Superintendent	36.0	29.9	40.1	30.4	39.6	34.1	32.3	40.1
Ass't Super.	9.7	10.7	9.0	5.8	8.6	12.2	11.0	8.3
Adm. Assistant	8.3	11.7	6.0	11.6	10.4	4.9	12.2	4.1
Elementary Prin.	12.3	19.8	7.4	14.5	9.0	15.1	9.8	14.9
Ass't Elem. Prin.	.6	.5	.7	0	.9	.5	.4	.8
Secondary Principal	7.7	5.1	9.4	7.2	8.6	6.8	8.7	6.6
Ass't Sec. Prin.	.8	1.0	.7	1.4	1.4	0	1.2	.4
Chi square =	430.62491	28.48370		24.99241			18.98271	
df =	135	9		18			9	
Significance	.0000	.0008		.1251			.0253	

Table 1b Ultimate Career Goal: Percentages By Possession of Doctoral Degree, Age of Children, and Marital Status.

Variable	Ed.D/Ph.D.			Age of Children				Marital Status	
Number	275	70	151	38	65	159	234	411	85
Group	None	Seeking	Have	under 6	6-11	12-17	none	Paired	Alone
Out of Education	14.9	5.7	9.3	18.4	7.7	11.3	12.4	11.7	12.9
Professor	7.3	15.7	17.9	13.2	15.4	14.5	8.5	12.4	8.2
IU Executive	.7	0	2.0	2.6	1.5	1.3	.4	1.0	1.2
Superintendent	26.5	51.4	46.4	18.4	36.9	44.0	33.3	37.2	30.6
Ass't Super.	9.5	10.0	9.9	7.0	4.6	7.5	12.8	9.2	11.8
Adm. Assistant	9.5	5.7	7.3	15.8	12.3	4.4	8.5	8.3	8.2
Elementary Prin.	18.5	8.6	2.6	18.4	7.7	7.5	15.8	10.5	21.2
Ass't Elem. Prin.	.4	0	1.3	0	1.5	1.3	0	.7	0
Secondary Principal	11.6	2.9	2.6	2.6	10.8	7.5	7.7	8.0	5.9
Ass't Sec. Prin.	1.6	0	.7	2.6	1.5	.6	.4	1.0	0
Chi square =	71.77191			42.46257				10.93994	
df =	18			27				9	
Significance	.0000			.0296				.279	

Table 2a Next Anticipated Position: Percentages By Total Group, Gender, Age, Possession of Administrative Position.

Variable	Total	Gender		Age			Position	
Number	402	166	236	66	180	156	246	156
Group	ALL	Female	Male	0-35	36-45	46+	Aspirant	Incumbent
Out of Education	21.1	15.7	25.0	3.0	4.4	48.1	9.8	39.1
Professor	3.2	3.0	3.4	4.5	2.2	3.8	2.4	4.5
IU Executive	1.0	.6	1.3	0	1.7	.6	.8	1.3
Superintendent	16.7	8.4	22.5	7.6	21.7	14.7	9.8	27.6
Ass't Super.	11.7	15.7	8.9	10.6	15.6	7.7	11.0	12.8
Adm. Assistant	9.7	12.0	8.1	18.2	9.4	6.4	8.5	11.5
Elementary Prin.	14.9	20.5	11.0	27.3	16.1	8.3	23.6	1.3
Ass't Elem. Prin.	3.0	3.6	2.5	7.6	3.9	0	4.9	0
Secondary Principal	12.7	12.0	13.1	13.6	17.8	6.4	19.5	1.9
Ass't Sec. Prin.	6.0	8.4	4.2	7.6	7.2	3.8	9.8	0
Chi square =	579.55498	30.60802		139.50227			137.56246	
df =	135	9		18			9	
Significance	0	.0003		.0000			.0000	

Table 2b Next Anticipated Position: Percentages By Possession of Doctoral Degree, Age of Chiildren, and Marital Status

Variable	Ed.D/Ph.D.			Age of Children				Marital Status	
Number	233	57	112	35	54	116	197	326	76
Group	None	Seeking	Have	under 6	6-11	12-17	none	Paired	Alone
Out of Education	28.8	5.3	13.4	11.4	3.7	12.1	33.0	21.5	19.7
Professor	1.3	3.5	7.1	5.7	1.9	1.7	4.1	3.4	2.6
IU Executive	.9	1.8	.9	5.7	0	.9	.5	1.2	0
Superintendent	13.7	7.0	27.7	8.6	14.8	32.8	9.1	18.4	9.2
Ass't Super.	6.9	22.8	16.1	14.3	11.1	10.3	12.2	12.3	9.2
Adm. Assistant	10.3	7.0	9.8	17.1	16.7	6.0	8.6	10.1	7.9
Elementary Prin.	16.3	21.1	8.9	14.3	24.1	12.9	13.7	13.8	19.7
Ass't Elem. Prin.	3.9	3.5	.9	5.7	1.9	1.7	3.6	1.5	9.2
Secondary Principal	12.4	17.5	10.7	11.4	18.5	15.5	9.6	12.6	13.2
Ass't Sec. Prin.	5.6	10.5	4.5	5.7	7.4	6.0	5.6	5.2	9.2
Chi square =		60.94043			80.58512			20.34628	
df =		18			27			9	
Significance		.0000			.0000			.0159	

Table 3

Years Before Seeking Next Job and Ultimate Goal

		Next Job		Ultimate Goal	
Variable	Group	Mean	N	Mean	N
	Total	2.6773	375	4.8862	325
Gender	Female	2.6903	155	4.5255	137
	Male	2.6682	220	5.1489	188
		(F = .0094, sig = .9228)		(F = 3.3721, sig = .0672)	
Age	0-35	2.5714	63	5.4483	58
	36-45	2.4059	170	5.2249	169
	46+	3.0493	142	3.9694	98
		(F = 3.5247, sig = .0304)		(F = 6.7580, sig = .0013)	
Position	Aspirant	2.168	232	4.833	210
	Incumbent	3.503	143	4.983	115
		(F = 36.546, sig = .000)		(F = .180, sig = .672)	
Ed.D	None	2.8922	204	4.8221	163
	Seeking	2.2667	60	4.7818	55
	Have	2.5045	111	5.0374	107
		(F = 2.4393, sig = .0890)		(F = .2009, sig = .8181)	
Children	Under 6	2.6667	33	5.8889	27
	6-11	2.6667	48	5.7925	53
	12-17	2.7027	111	5.1468	109
	none	2.6667	183	4.1250	136
		(F = .0071, sig = .9992)		(F = 5.9442, sig = .0006)	
Marital Status	Paired	2.8212	302	5.0599	267
	Alone	2.0822	73	4.0862	58
		(F = 6.8990, sig = .0090)		(F = 4.9708, sig = .0265)	
Partner's Occupation					
	Education	3.1667	120	5.3939	99
	Professional	2.3929	28	5.1935	31
	Manager	1.2632	19	4.3684	19
	White Collar	2.8431	51	5.0217	46
	Blue Collar	3.0833	12	5.0000	9
	Home	2.4839	62	4.7778	54
	Own Business	2.2222	9	4.4000	10
		(F = 2.3408, sig = .0244)		(F = .7125, sig = .6615)	